

UNIVERSITA' DEGLI STUDI DI BARI "ALDO MORO"

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, PSICOLOGIA, COMUNICAZIONE

2021-2022

General Information	
Academic subject	Educational design methodology
Degree course	Pedagogical Studies
Curriculum	
ECTS credits	9
Compulsory attendance	No
Language	Italiano

Subject teacher	Name Surname	Mail address	SSD
	Serafina Pastore	serafina.pastore@uniba.it	MPED/03

ECTS credits details			
Basic teaching activities			

Class schedule	
Period	II semester
Year	II
Type of class	Lessons Seminars Workshops

Time management	
Hours measured	1h= 60 min
In-class study hours	60
Out-of-class study hours	110

Academic calendar	
Class begins	March 2022
Class ends	June 2022

Syllabus	
Prerequisite requirements	<ul style="list-style-type: none"> • Instructional strategies rudiments; • Research methodology rudiments; • Psychology of learning rudiments; • English rudiments.
Expected learning outcomes	<p><i>Knowledge and understanding</i> Students will acquire fundamental concepts in:</p> <ul style="list-style-type: none"> • Instructional design models and theories; • Interpretation of educational issues in different contexts; • Implementation of designed activities; • Evaluation of formative processes. <p><i>Applying knowledge and understanding</i> Students will learn how to design education practice and learning activities in a responsive and effective way.</p> <p><i>Making informed judgements and choices</i> Students will learn how to use in critical and autonomous</p>

	<p>way, strategies, techniques and teaching tools for instructional and educational design in different learning settings and contexts. They will learn how to implement and evaluate an educational project and its impacts in different contexts.</p> <p><i>Communicating knowledge and understanding</i> Students will acquire all skills needed for educational design. The course will encourage the development of team-working; know how to manage workloads on time; know how to handle conflicts. Particular attention will then be placed on the ability to present and communicate (in several ways) an educational project.</p> <p><i>Capacities to continue learning</i> Students will learn in a reflective and experiential way.</p>
Contents	<p>The course brings the instructional design theme. In a theoretical perspective it will underline the main dimensions of design and planning; in a methodological perspective there will be recalled main design models and, in a practical perspective, there will be presented best practices and work devices.</p> <p>The main contents are:</p> <ul style="list-style-type: none"> • Instructional design; • Program, project, plan; • Instructional design lexicon • Instructional design rationale and formative processes • Learning needs analysis • Educational policies and instructional design models; • Write a project: tips and hints • ADDIE model; • Program and process evaluation; • Accountability and learning in the evaluation process.
Course program	
Bibliography	<p>Paradiso L. (2020). <i>La progettazione educativa e sociale</i>. Milano: Mondadori.</p> <p>Pastore S. (2019). <i>Autovalutazione. Promuovere la riflessione e l'autoregolazione dell'apprendimento</i>. Novara: Utet.</p> <p>Calvani A., Menichetti L. (2020). <i>Come fare un progetto didattico</i>. Roma: Carocci.</p> <p>Pastore S. (2020). <i>Saper (ben) valutare. Repertori, modelli e istanze formative per l'assessment literacy degli insegnanti</i>. Milano: Mondadori.</p>
Notes	<p>For not attendee students: Freddano M., Pastore S. (2018). <i>Per una valutazione delle scuole oltre l'adempimento. Riflessioni e pratiche sui processi valutativi</i>. Milano: FrancoAngeli.</p>
Teaching methods	<p>Lectures Seminars Workshop</p>
Assessment methods	<ul style="list-style-type: none"> • Students will be assessed by oral examination. The process of assessment is designed to reflect content knowledge and to grasp these elements (<i>Acquiring knowledge and understanding</i>): <ul style="list-style-type: none"> • Didactics and teaching theories; • Lexicon;

	<ul style="list-style-type: none"> • Inference skills; • Reflexivity and critical thinking. <p>For the evaluation of the <i>applying knowledge and understanding</i> students will produce a project or an evaluation project related to course contents. There will not considered exemptions. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises.</p> <p>Part of the teaching hours will be in English (e.g., for instructional design and ADDIE topics)</p> <p>During the course, simulations, drill and practices, as well as case studies will be allow to assess, through self and peer assessment modalities, if students progressed in making informed judgments and choices, in communicating knowledge and understanding, and self-regulate their learning. No exemptions will be allowed. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises.</p>
Further information	Hand-outs (both in Italian and English), learning material and organizers will be provided to students.